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ABSTRACT

This document presents the annual statistics on college services at Glendale Community College (GCC) in California. It begins with a summary of admissions and records, including a look at assessment and registration. Descriptions are provided about the College Services Division, the Disabled Students' Program & Services (DSP&S), and the Extended Opportunity Program and Services (EOP&S), including a list of its accomplishments for 1998-99 and its goals for 1999-2000. Accomplishments and goals for these two academic years are also outlined in financial aid, along with a comparative data chart of the college's financial aid programs. During the 1998-99 academic year, students at GCC received $8,850,000 in all financial aid programs administered by the Financial Aid Office. Compared with records from four years ago, the past year represents a 33% increase in the amount of funds paid to GCC students. Also in the document, the health center describes its goals and accomplishments while tabulating its year-to-date statistics on professional contacts and insurance status. The library puts forth a new mission statement. The student activities section describes the Office of Student Activities, Alumni Association, Associated Students of Glendale Community College, athletics for men and women, the bookstore, the Ready to Read Program, scholarship programs, school relations and student outreach, the service learning center, and the Tell Me A Story Program. (VWC)

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GLENDALE COMMUNITY COLLEGE

COLLEGE SERVICES

Annual Report
1998-1999

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ADMISSIONS AND RECORDS

ADMISSIONS & RECORDS processed approximately 22,000 applications and registered more than 35,000 students for the 1998-1999 academic year. In collaboration with AIS, A&R designed, programmed and implemented a computer-generated official transcript. In addition, A&R is in the process of updating the document imaging system and adding the GCC application with an electronic signature to the home page. We continue to improve the Admissions and Records procedures to simplify and expedite the process for students.

ASSESSMENT administered nearly 16,000 placement tests for the credit and non-credit programs during the 1998-1999 academic year. The English and Arithmetic placement tests were converted to Windows, and fee-based testing was approved for the FAA program.

REGISTRATION was relocated permanently to AA1. The staff has settled in comfortably, proudly boasting ownership! AA1 is home to the STARS help line, walk-through registration, collecting of fees and taking ID pictures.

.....COLLEGE SERVICES DIVISION

During the 1998-1999 academic year, the members of the College Services Division, in addition to their myriad duties as librarians, counselors and instructors, were engaged in exciting activities designed to promote recruitment and retention of students. A total of 51 Students Success Workshops were offered to students earning academic probation; the yearly Counselor-to-Counselor Day was held for the counselors of our feeder high schools; our Academic Success course, Student Development 145, was accepted by the College as meeting CSU breadth requirements; mental health counseling was instituted on a formal basis; major transfer sheets were developed for use by students and inclusion in our kiosks; greater involvement in counseling non-credit students was developed; our librarians increased the number of workshops designed to teach computer research skills to students. Members of the division continued to be active players in both the Guild and Academic Senate as well as in many governance committees. The year was marked by an emphasis in working cooperatively with all segments of the college community and in developing strategies for student recruitment and retention.

DISABLED STUDENTS' PROGRAMS AND SERVICES (DSP&S)

DISABLED STUDENTS' PROGRAMS AND SERVICES served over 1500 students. Special classes offered were at capacity, including the new High-Tech Center curricula. Reinitiated, the Vocational Integration Program will provide students with disabilities an experiential program enabling them to explore their vocational potential with the ultimate goal of employment.

EXTENDED OPPORTUNITY PROGRAM AND SERVICES (EOP&S)

Accomplishments for Academic Year 1998-99

1. Counseling/advisement was provided to over two thousand nine hundred students. These services included explanation of all English/ESL and Math assessment tools, referrals to the Learning Center, as needed, interpretation of assessment scores in terms of possible classes, financial aid petitions, completion of Student Educational Plans and study lists. EOPS/CARE staff had more than twenty thousand student contacts during the academic year.

2. Seven (5 AA, 2 AS) EOPS/CARE students received their Associate degrees, thirteen received their certificates and thirty received scholarships.

3. Our thirteenth successful Summer Readiness Program was offered for new EOPS and CARE students. Summer, 1998 – twelve Student Development 100 class sections totaled one hundred ninety-nine students successfully completing the classes.

4. Bilingual staff – Arabic, Armenian, French, Farsi, Russian, Spanish, Turkish and Vietnamese permitted improved quality of services to the college's multi-lingual student population.

5. Ongoing instruction was provided in the Student Development 100, College Orientation course, to aid students in achieving their educational goals. This course included what professors expect; how to survey a textbook; how to mark a book; note-taking and outline techniques; anticipation of test questions; memorization skills; study do's and don'ts; using the library for term papers; student educational plan (SEP). Twenty-four sections of this course were offered, with a total of six hundred eighty-seven students successfully completing the classes.

6. The EOPS 98/99 outreach and recruitment program in fifteen local high schools by five full-time counselors resulted in over forty-five college fair, career center or classroom presentations. One hundred fifty-seven new students enrolled in the EOPS/CARE "1999" Summer Readiness Program of College Orientation – St. Dv. 100 classes with eighty-three students enrolled full-time for Fall, 1999.

7. Referrals were made to the Tutoring Center, Writing Lab, Math/Science Tutoring Center, or enrollment in EOPS – Student Development 144, Academic Probation, fifty-six students successfully completed the course. Three students successfully completed Student Development 120 – Transfer Orientation class.

8. Seventy-three students received EOPS fee waivers for UC or CSU university transfer applications. One student successfully completed the Student Development 120 – Transfer Orientation class.

9. Direct aid grants were given to eight hundred eighty-one students which totaled $299,095. Full-time students received anywhere from $50 - $850 as EOPS grants during the 1998-1999 academic year.

10. More than ten hours of information about attending credit classes, financial aid, EOPS/CARE and Student Development classes were provided to Adult Education through CRESL, a program of non-credit classes on the college campus.

11. Counselors participated on various governance committees; academic affairs, C & I ; program review; numerous meetings; academic divisions; Academic Senate and College Services – Academic Information Sessions.

12. During 1998-99, EOPS book vouchers for service/income eligible students were issued to over eight hundred twenty students during the academic year for a total amount of more than $121,000.

13. EOPS/CARE, in conjunction with Career Education (VATEA funds), was able to purchase books for over one hundred forty students. Over sixty students were also able to borrow books during the academic year.

14. Thirty-three students were served using CARE funds during the 1998-1999 academic year. CARE services included books and supplies, gasoline vouchers, MTA & Beeline bus passes and CARE cash grants given for each semester. Students attended a special two hour-personal development workshop during the Spring, 1999 semester. CARE is working closely with the CalWORKS office to make sure that students are in compliance with county, state and federal guidelines for TANF recipients.

Goals for Academic Year 1999 – 2000

1. Continue dialog between EOPS and other units within College Services concerning services, policies and procedures that impact EOPS/CARE students.

2. Continue presentations at EOPS staff meeting of program managers or faculty members who have information that will help staff better serve students.

3. Continue to work closely with Information Technology to assure information generated on MIS reports are accurate for both EOPS and CARE.

4. Initiate, beginning Fall, 1999, presentations by EOPS counselors giving information about EOPS/CARE services & benefits to GCC students in non-degree applicable classes of English, ESL, Math and Ethnic Studies.

5. Using a caseload concept, assign EOPS students to individual counselors for follow-up with academic/progress probation status and SEP/study list revisions.

6. Implement a limited number of scheduled appointments for counselors and student personnel worker.

7. Publish "Directions" newsletter to EOPS/CARE student on a bi-monthly basis.

8. Mail congratulatory letters to students with 2.0 or above GPA's.

9. Mail encouragement letters to students with an overall GPA below 2.0, but who maintained a 2.0 or above for the previous semester.

10. Continue to be involved in all areas of campus life, to insure that concerns of disadvantaged, low-income students are heard, discussed and considered as part of the decision-making process.

11. Schedule informative workshops for CARE/EOPS students covering topics such as CalWORKS, health issues, financial management and interview skills.

FINANCIAL AID

The College participates in the federal grant (Pell Grant and SEOG), work-study and loan programs. State student aid programs include the BOG fee waiver program, Cal Grants and EOPS grants. During the 1998-1999 academic year, students at Glendale Community College received $8,850,000 in all financial aid programs administered by the Financial Aid Office. During the year, 7,682 received some type of financial aid administered by the Office. Approximately 7,300 students received BOG enrollment fee waivers and $6.3 million in Federal grants was disbursed to 3300 students. Over 300 students participated in the federal College Work-Study program and were employed in jobs on campus. The staff provided an estimated 35,000 student contacts and processed over 50,000 file documents and forms. The College's financial aid programs have steadily grown over the past several years. Compared to records from four years ago, the past year represents a 33% increase in the amount of funds paid to GCC students. Current records indicate that the number of students served by the Office will increase again in the 1999-2000 academic year.

Accomplishments for Academic Year 1998-1999

The Financial Aid Office moved from the San Rafael Building to a new portable in the San Fernando Complex. In addition, the financial aid system was discontinued by the vendor and a new Financial Aid computer system was purchased and installed.

Goals for Academic Year 1999-2000

1. Increase outreach to potentially eligible students and encourage them to apply for federal aid programs.
2. Review the Satisfactory Academic Progress Policy
3. Decrease the time required for file processing and begin awarding students in the Spring for the following Fall.
4. Revise the Financial Aid Office web site.
5. Develop financial aid information materials for transfer students and other special populations.

GLENDALE COLLEGE FINANCIAL AID PROGRAMS: COMPARATIVE DATA

	91 - 92		92-93		93-94		94-95		95-96		96-97		97-98		98-99 EST	
	Funds	# Stud	Funds	# Stud	Funds	# Stud	Funds	# Stud	Funds	# Stud	Funds	# Stud	Funds	# Stud	Funds	# Stud
PELL Grants	$ 2,221,402	2,261	$ 2,661,542	2,597	$ 4,191,510	2,801	$ 4,131,254	2,952	$ 4,598,011	3,100	$ 5,311,452	3,469	$ 5,750,184	3,431	6,300,000	3298
BOG –A Waivers	9,953	222	155,785	1,283	378,297	1,776	549,225	2,286	406,959	1,694	445,900	1,922	499,830	2,122	402,541	2058
BOG – B Waivers	78,398	1,412	311,528	2,446	561,073	2,504	533,721	2,398	698,652	3,095	744,074	3,218	688,311	2,997	599,848	3713
BOG – C Waivers	18,007	325	58,257	435	95,133	459	128,940	604	173,810	796	231,504	992	235,449	1,020	226,000	1530
SEOG Grants	111.,200	252	188,841	554	168,900	399	159,500	588	159,950	312	188,800	422	194,750	1,117	247,250	884
Work-Study	278,621	207	299,939	236	230,859	211	260,251	259	264,595	255	276,057	265	340,965	295	400,066	338
EOPS Grants	107.,582	342	146,910	331	175,972	363	169,655	353	178,780	299	282,696	615	279,670	656	299,095	622
Student Loans	167, 614	77	219,757	100	365,808	139	528,313	192	302,535	107	292,741	111	186,481	82	144,318	61
CAL Grants	102,297	108	110,065	132	160,660	151	193,720	204	208,004	203	220,252	196	230,342	205	231,468	217
TOTAL	$2,832,309	4,855	$4,152,624	5,908	$6,328,212	5,811	$6,654,579	6,275	$6,991,296	6,681	$7,993,476	7,051	$8,442,508	7,236	8,850,586	7,682

NOTE: Student Total = unduplicated head count

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HEALTH CENTER

A total of 26,800 services were provided by the Health Center staff: 7,550 individuals received professional services while an additional 4,300 received over-the-counter resources. This represents an increase of 23% over last year and indicates that utilization has doubled over the past three years. EAP visits were 2 ½ times the number of visits from last year. While the Health Center staff will continue to provide for individual student needs in 1999-2000, we are providing programs and classes for the entire college community.

HEALTH CENTER

Accomplishments of the Academic Year 1998-99

- Provided 26,808 total services. A total of 7,576 persons received professional services provided by a physician or a registered nurse. Table 1 represents professional contacts—those seen by the nurses and physicians.
- Called 911 on 20 individuals.

Table 1—Year to Date Statistics

	1995-96	1996-97	1997-98	1998-99	Percent Increase from previous year
Total Professional Contacts (Nurse/Physician Visits)	3858	5200	6169	7576	22.8%
Students	3220	4201	4796	6108	27.3%
Employees	604	799	1216	1222	0.4%
Others	34	102	101	160	58%
Total Professional Services (Number of services provided by Nurse/Physician)	10286	13577	16661	22464	34.8%
Total Self-Service Contacts (Number of contacts to self-service stations/activities)	3967	4723	4572*	4344*	-5%
Total Contacts (Total number of recorded visits to the Health Center)	7825	9923	10739	11920	10.9%
Total Services (Total number of recorded services provided in the Health Center)	14253	18303	21233	26808	26.3%

**There was a significant increase in the OTC supplies used/ordered which leads us to question whether individuals were signing for OTC medications.*

Table 2—Insurance Status by Status

Frequency Distribution for Insurance
Split By: Status

	Total Count	Total Percent	Student Count	Student Percent	Employee Count	Employee Percent	Other Count	Other Percent
No Insurance	2249	31.587	2145	37.021	89	7.982	15	11.628
Medi-Cal	437	6.138	418	7.214	17	1.525	2	1.550
Social Security	28	.393	27	.466	1	.090	0	0.000
MM-Medical/Medicare	5	.070	5	.086	0	0.000	0	0.000
Foreign Student Insurance	414	5.815	411	7.094	1	.090	2	1.550
HMO	1462	20.534	991	17.104	459	41.166	12	9.302
PPO/Fee for Service	643	9.031	306	5.281	329	29.507	8	6.202
Catastrophic	5	.070	3	.052	2	.179	0	0.000
Other	177	2.486	153	2.641	24	2.152	0	0.000
Unknown	1700	23.876	1335	23.041	193	17.309	90	69.767
Total	7120	100.000	5794	100.000	1115	100.000	129	100.000

Results for totals may not agree with results for individual cells because of missing values for split variables.

- Referred only 582 or 7.8% of the individuals, who sought the services of the nurse or physician.
- Added resources to the home page to include links to insurance vendors, ergonomic sites and a variety of health sites.
- Documented 56 staff visits to the health center (2 ½ times last year) for EAP. In the spring we document numbers of people in relation to the number of visits (36 visits for 13 people).
- Provided students with forty hours of mental health counseling-per-week conducted by Mental Health Trainees/Interns for a total of 700+ visits (it is not possible to get an exact number because the interns did not consistently submit their statistics sheets).
- Conducted free/anonymous HIV testing 16 times during the year with approximately 421 (35% increase over last year) people taking advantage of the service.
- Gave 868 tuberculin skin test (73 did not return for readings). Seven-hundred-ninety-five readings were done with 615 or 84% negative and 126 or 15.8% positive. These numbers are consistent with last year.
- Responded to 40 campus emergencies.

- Continued to provide individuals with the opportunity to meet with Arminch Gourgian, Outreach Advocate for the YWCA's Domestic Violence Program.
- Sponsored Kaiser Permanente's production of "Secrets."
- Cooperated with the nursing program to have nursing students use the health center as a clinical facility for the curriculum.
- Sponsored four classes on violence—two for the students and two for the staff.
- Gave 210 fifty flu-shots in November/December 1998. Because of manufacturing problems we were unable to initiate the process until late November, as a result we returned 40 pre-filled syringes for an $80 credit.
- Submitted three articles to the Chaparral for the purpose of general education.
- Ordered $20,000 worth of equipment to begin providing ergonomic work-stations for the college staff. Conducted one class for staff development on ergonomics.
- Participated in the Trio Grant by conducting classes on health issues, health assessments and individualized health counseling of the participating students. Developed a survey and notebook for the students.
- Modified the staffing pattern in the Health Center to serve the student population for the current 12 month academic calendar.
- Increased hours in the summer to accommodate two 5-week summer sessions.
- Associate Dean served as President of Southern Section Health Services Association, California Community College.
- Associate Dean served as a member of the California Chancellor's Office College Services Think Tank.
- Associate Dean served as Delegate from the Nurse Directed Section of the American College Health Association to the organization's Assembly of Representatives.

Goals for the Academic Year 1999-2000

- Continue to meet the needs of the students of Glendale Community College.
- Develop an Alcohol/Chemical Dependency program for students.
- Conduct a year-long program on nutrition and eating disorders.
- Conduct a Health Fair in the Spring of 2000.
- Corporate with Campus Police to develop a violence response plan for the campus.
- Develop a Wellness Center/Program for students.
- Continue to work towards developing a Student Advisory Committee.
- Continue to participate in Governance and campus-wide committees.
- Continue to work with state and regional resources to improve health service funding.

Accomplishments for Academic Year 1998-1999

AUTOMATION: During the Fall, new Learning Center Director, Dennis Doyle automated the collection of student hours in the Learning Center. Also, automation of the intake information and record-keeping for the Tutoring Center streamlined reporting to instructors and federal agencies, and freed more staff for direct assistance to the students.

USAGE: With this increased accuracy, reported student contact hours in the Learning Center doubled over the previous year to 45,500 student hours.

Students visited the Center over 150,000 times last year, an increase of 11%, and 8,139 individual students were helped. 1,753 videos were circulated, 256 English Placement Challenge Exams and 273 make-up tests were given.

STAFF: Jake Knight resigned as a Senior Instructional Aide and will be replaced by Maria Shufeldt. She will work with Andy Stires in managing the Writing Center and the CAI Lab.

ONLINE SERVICES: The Learning Center also revised and redesigned its web page and brochure. Also, the Tutorial Center experimented with offering online tutoring in Math.

INSTRUCTIONAL SOFTWARE: In the CAI Lab, the McGraw-Hill PassKey Software got a major upgrade. The new version provides for better reports and includes extra units in General Science.

TECHNOLOGY: We installed six more computers and four dual-purpose computer/study tables in the main room of the Learning Center.

Goals for Academic Year 1999-2000

Move CAI Lab into current Assessment Center, integrate functions, replace obsolete computers. Add ESL software to CAI Lab. Promote mission of Writing Center. Increase delivery of learning resources over Internet and support for distance-learning classes.

Accomplishments for Academic Year 1998-1999

NEW LIBRARY MISSION STATEMENT: During 1998-99, Library staff evaluated our programs and began planning for the future. We adopted a more decentralized structure and rewrote our mission statement:

OUR MISSION is to give students the information skills they need to be successful at Glendale College as well as in upper division courses, in the job market, and as information consumers and creators throughout their lives.

- As reference librarians, we enable students to use the library's information resources, whether within or beyond its "invisible walls."
- As instructors, we teach students how to find, evaluate, incorporate, use, create and communicate information effectively.
- As experts in knowledge resources, we support other disciplines by selecting the most accurate, fair, diverse, relevant, comprehensive and current sources available; and by making these resources easily accessible to all.
- We provide an unrestricted gateway to sources of knowledge throughout the world and are committed to providing equal access to Library programs and resources for all learners, whatever their level and wherever they are located.
- We offer a quiet sanctuary in which to study, read and think, whether alone or with others.

We seek to instill a love of books and ideas and an appreciation of the rich history of human thought, and to serve as a place of intellectual and spiritual refreshment for the campus community.

USAGE: Total Library head count was up by nearly 100,000, at over 630,000 visits. Virtual access was up 70% and now amounts to about 13% of total head count. Use of online resources, both from on-campus and off-campus locations, increased over 800% from last year. The number of books checked out was also up by 18% at 55,000, and another 60,000 books and periodicals were used within the library.

STAFF: In Spring, the Library began recruitment for a new reference/instruction librarian, originally approved at the end of 1997-98. Shelley Aronoff has now joined us for the Fall, 1999 semester. Also, using Partnership money, we were able to add two half-time library technicians, Sylvie Moseley in Circulation and Zyrel Rojo in Technical Services.

ONLINE RESOURCES: Thanks to Instructional Equipment funding, we bought one-year subscriptions to ProQuest Direct, GaleNet Literary Resource Center, L.A. Times Online and Britannica Online.

BOOKS: The first inventory in over ten years showed a book collection of 80,000, far below minimum standards for community college libraries.

REFERENCE: Student need for reference assistance continued to increase. Due to the greater complexity of today's information resources and limited research skills in incoming students, reference librarians now spend more time with each student. Reference interactions can often amount to tutoring sessions. However, other students may have to wait in line during busy times.

TECHNOLOGY: Many of the "486" computers used by students were replaced, leaving only eight of these older computers which cannot handle our web-based electronic resources. The Library's web site was revised extensively to make resources and services easier for remote users of our "virtual library." Our web site will be the basis of a system-wide model for remote access (see TMAPP, below).

GRANTS: The Library's instruction program won a $35,000 Fund for Student Success grant (see below).

We were also awarded a $149,000 Technology Model Applications Pilot Project grant to develop and implement a system-wide model for library services for the remote learner in 1999-00. Five "core resources," five "core services," and the interactive web interfaces for both, will be part of the project, as will a feasibility study for automated patron authentication.

We also received $82,000 in Telecommunications & Technology Infrastructure Project grant funding which will go toward a new integrated library system in 1999-00. We intend to purchase the Endeavor Voyager system.

Goals for Academic Year 1999-2000

Improve the book collection and continue to increase electronic collections. Strengthen consultation between librarians and other faculty in book selection, new resources and specialized web sites. Select and implement new integrated library system. Continue to add features to new web site. Improve functionality of central atrium, seminar room, and meeting room. Replace remaining "486" computers.

LIBRARY INSTRUCTION

Accomplishments for Academic Year 1998-1999

Information competency instruction began with Library 101, a two-unit credit course (CSU/UC/USC transferable). One section was offered in Fall and two in Spring. We experimented with scheduling in order to find the optimum times to offer this course.

Library orientations were revised from one hour to a series of nine one-hour workshops. Each is offered twice a week:

- Finding Books
- Finding Journal and Newspaper Articles
- Searching the Internet
- Government Information/Statistical Resources
- MLA Citation Format
- Organizing the Research Paper
- Computer Basics (taught by Linda Serra)
- Windows Basics (taught by Linda Serra)
- Word Basics (taught by Linda Serra)

Overall, we provided 4,213 hours of library instruction, 27% more than in the previous year.

GRANTS: The Library's instruction program won a $35,000 Fund for Student Success grant to integrate information competency into the curriculum and to research the impact of information competency instruction on student success. This grant will expand our workshops and enable us to try new models in our credit instruction program; and will fund development of an online tutorial in information competency.

Library instruction is also included in the new Title III grant. We will be providing the information competency component for faculty development.

Goals for Academic Year 1999-2000

Implement FSS grant. Teach 12-15 library skills workshops per week. Assist Title V mentor in training faculty in information competency. Add information competency to College goals. Offer both generic and discipline-focused information competency courses. Complete the development of an online information competency tutorial.

OFFICE OF STUDENT ACTIVITIES

The Office of Student Activities provided administrative oversight and support to the College Bookstore, ASGCC Business Office, Alumni Association, Scholarship Program, Service Learning Center, Ready to Read, Tell Me A Story, and the Men's and Women's Athletic Programs. Additionally, the office was responsible for the supervision and advisement of the Associated Students of Glendale Community College (ASGCC), and the coordination of student conduct policies and regulations.

ALUMNI ASSOCIATION

The Alumni Association concluded another year of "friendraising" for the college as the number of active members grew to 323, and the circulation of the popular Alumni News swelled to 11,000. During the year, the Association sponsored several successful programs including the 11th Annual Alumni Awards Banquet, the annual Alumni Open House, a "Careers in Aviation" mentor program for students, and the Alumni Scholarships through which $3000 was awarded to ten GCC students.

ASSOCIATED STUDENTS OF GLENDALE COMMUNITY COLLEGE (ASGCC)

The ASGCC completed a very successful year of student advocacy, leadership training, campus activities, and participation in campus governance. Among their notable accomplishments was the administration of the annual ASGCC budget that provided $156,424 in financial support to more than fifty campus departments and programs. Additionally, the ASGCC gave strong support to the college's scholarship program by awarding fifty ASGCC grants-in-aid totaling $7500, twenty ASGCC Academic Achievement Awards totaling $3000, and $15,250 in seed money to establish new GCC scholarships. Finally, the ASGCC hosted a gala groundbreaking ceremony to kick off the construction of the new Student Activities Center, a project completely financed through ASGCC funds.

ATHLETICS (MEN)

Men's Athletics enjoyed a banner year of competition that resulted in numerous honors for athletes and coaches. Soccer Coach, Joe Agoston, Baseball Coach, Denny Barrett, and Cross Country Coach, Eddie Lopez were each named Western States Conference (WSC) Coach of the Year in the respective sports. In addition, Coach Lopez was selected as the State Cross Country Coach of the Year. The soccer, baseball, tennis, and cross country teams each won WSC championships, while the cross country team also went on to win the State championship. Athletes from seven men's teams included five All-Americans, two State Athletes of the Year, four WSC Athletes of the Year, three All-State players, and fifty-six All-WSC team members.

ATHLETICS (WOMEN)

The Women's Athletics program had a highly competitive year in the tough Western States Conference (WSC). Several teams had very successful seasons including the WSC Champion Women's Cross Country team led by WSC Coach of the Year, Melissa Seale. Among the honored athletes on the seven women's teams were three All-Americans, two WSC Athletes of the Year, eighteen All-WSC team members, and a "Player to Watch" honoree by the Intercollegiate Tennis Association.

BOOKSTORE

The Glendale College Bookstore continued to furnish quality products and services to the campus community. During the year, the Bookstore expanded special order services for books, supplies, and computers; secured the rights to become an authorized Apple Computer reseller; and added several new retail products and services. Looking toward the future, the Bookstore acquired computer software and hardware that will lead to the introduction of on-line textbook purchasing for students, and contributed $1.7 million toward the construction of the new Student Activities Center and Bookstore.

READY TO READ

Recognized as a model welfare to work program, Ready to Read members provided literacy tutoring to approximately 504 infants, toddlers, and preschoolers at fifteen sites in Glendale, Pasadena, and Los Angeles. During 1998-1999, GCC's Ready to Read had the highest student/member retention rate out of 24 community colleges participating this AmeriCorps grant. The program's success enabled the College to secure America Reads expansion funds which allowed the program to expand to include a total of 60 students/AmeriCorps members.

SCHOLARSHIP PROGRAM

The GCC Scholarship Program had its most successful year ever as our students received a record total of $288,572 in scholarships and grants during the school year. Of the 553 scholarship applicants, 371 students collected 549 individual awards, both all-time highs. The program continues to experience steady growth as evidenced by the fact that nineteen newly established scholarships were awarded for the very first time this year.

School Relations and Student Outreach

The new Office of School Relations and Student Outreach opened its doors on January 6, 1999 and quickly established a presence on campus, and in the local schools and community. The program coordinator held advising appointments, conducted application workshops, gave college presentations, and attended college fairs at eighteen area high schools. Additionally, the coordinator secured memberships on two community advisory boards, and coordinated several on-campus initiatives including the Jump Start program, the Outreach Master Calendar, and campus tours for prospective students.

Service Learning Center

The Service Learning Center had an extremely active year of promoting service learning both on and off-campus. Staff members offered more than 150 in-class and group orientations for students interested in participating in service learning projects. As a result, approximately 1200 students were oriented, 900 of whom were placed in agencies in Glendale and surrounding communities where they completed 16,000 hours of volunteer service. Acknowledged experts in their field, SLC staff gave presentations at eight state and national conferences, and provided technical assistance for service learning programs at thirteen community colleges.

Tell Me A Story

Tell Me A Story enjoyed a successful second year as program members tutored 449 K-3 students in schools throughout Glendale and Los Angeles. The participating elementary school students achieved higher than expected results on their reading test scores, and exceeded the program's targeted goals for home reading activities with their parents. Several innovative projects were introduced including an extensive Pen Pal program involving members of the campus community, and a partnership with the YWCA Domestic Violence shelter that garnered a $10,000 Starbucks grant to implement a monthly "Tell Me A Story" night hosted by Glendale Starbucks. As a result of these efforts, the California Commission on Improving Life Through Service gave GCC's Tell Me A Story a ranking equal to those of fifth year programs in terms of its operations, results, and overall quality.

ACADEMIC COUNSELING

OVERVIEW

The Academic Counseling office provides comprehensive counseling and advising services to assist students in defining educational goals, developing student educational plans, dealing with situational stress and defining and clarifying decisions related to program completion and transfer. As one can infer from the statistics noted below, thousands of student contacts are made each year. Numerous delivery methods are employed to provide counseling services to students such as individual appointments, drop-in advisement, student development courses, academic success workshops, topical workshops, classroom visits and orientation sessions.

Objectives Met/Accomplishments for Academic Year 1998-1999

1. 5,475 Student Education Plans were prepared to assist students in achieving progress toward their educational goals and program completion.

2. Academic counselors offered sixteen sections of Student Development 100 – College Orientation; two sections of Student Development 141 – Learning Skills; two sections of Student Development 144 – Academic Probation; one section of Student Development 145 – Academic Success and two sections of Student Development 171 – Student Leadership.

3. The new Peer Mentor program was implemented by a small workgroup of counselors led by Troy Davis with five students assigned as peer mentors. The students received intensive training for their jobs and began working with counselors and students in August 1998. The Peer Mentors have assisted counselors in drop-in, outreach at local high schools, and with class visitations and tours.

4. Monthly Academic Information Sessions were once again held which provided updated information to all College Services Division counselors. Frequent topics included instructional divisions, articulation information, and counseling uses of the Internet.

5. As the charts indicate, academic counseling continues to have a significant number of student contacts throughout the year. Over 7,000 individual student appointments were conducted, while close to 15,000 student contacts were made on a drop-in basis.

6. Outreach and recruitment to local area high schools was provided by making regular visitations to school sites and attending college fair nights. A total of four sections of Student Development 100 – Orientation for College were offered at Hoover High School, Daily High School and Crescenta Valley High School.

7. The Jump Start program for local area high schools was implemented. Over 300 students from area high schools enrolled in Glendale Community College classes. A special class schedule was developed and produced.

8. Counselors developed major and career information sheets which are now available on the web and kiosks.

9. A total of 18 Nursing workshops were offered in the 1998-99 Fall, Spring and Summer terms. Attendance at these workshops averaged between 25 and 35 students. Many times at least half of the students attending the workshops were from other community colleges, which gave us a chance to encourage these students to attend GCC. These workshops have been successful in dispensing information that would be difficult to convey on an individual level to this volume of students.

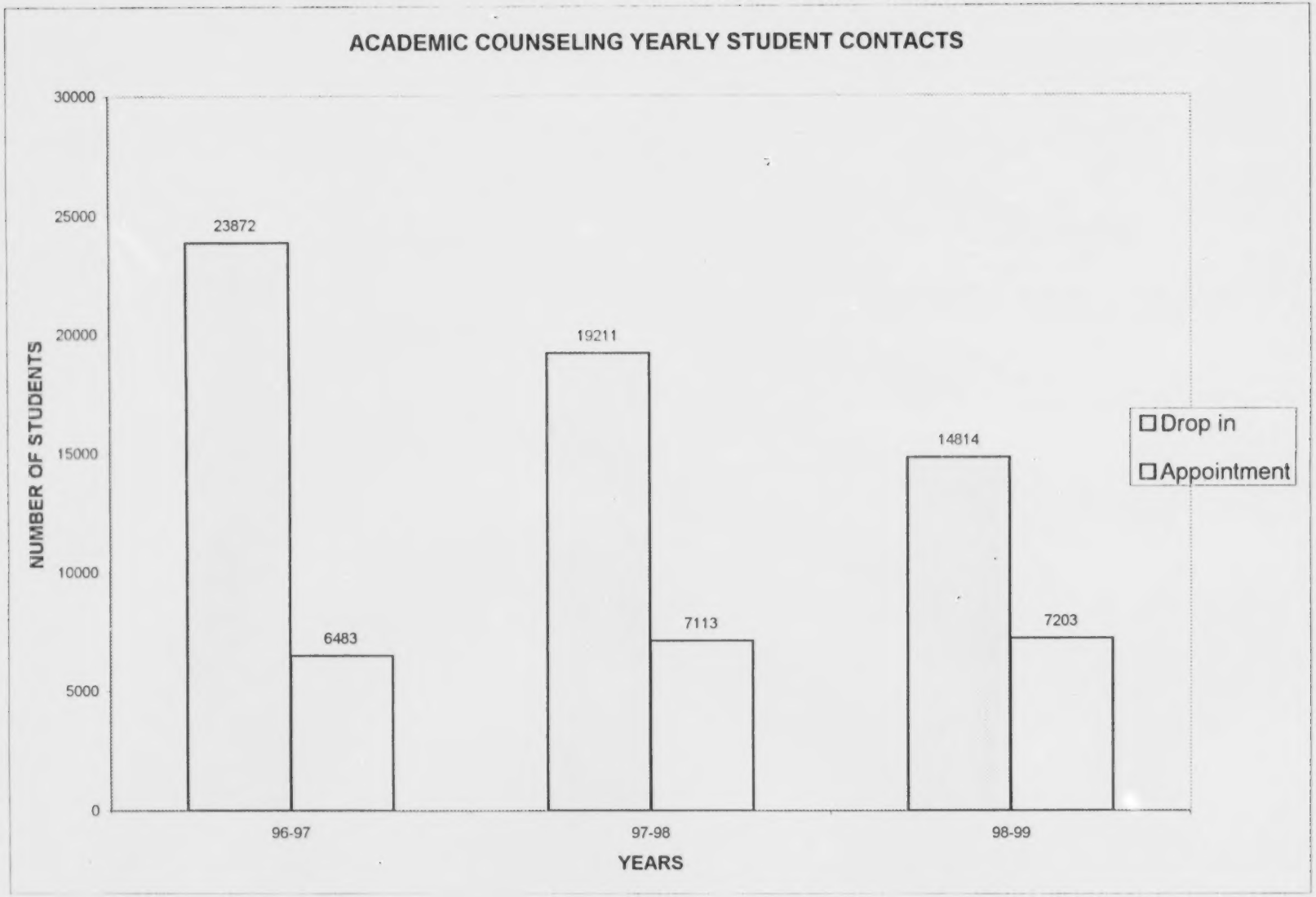
Goals for Academic Year 1999-2000

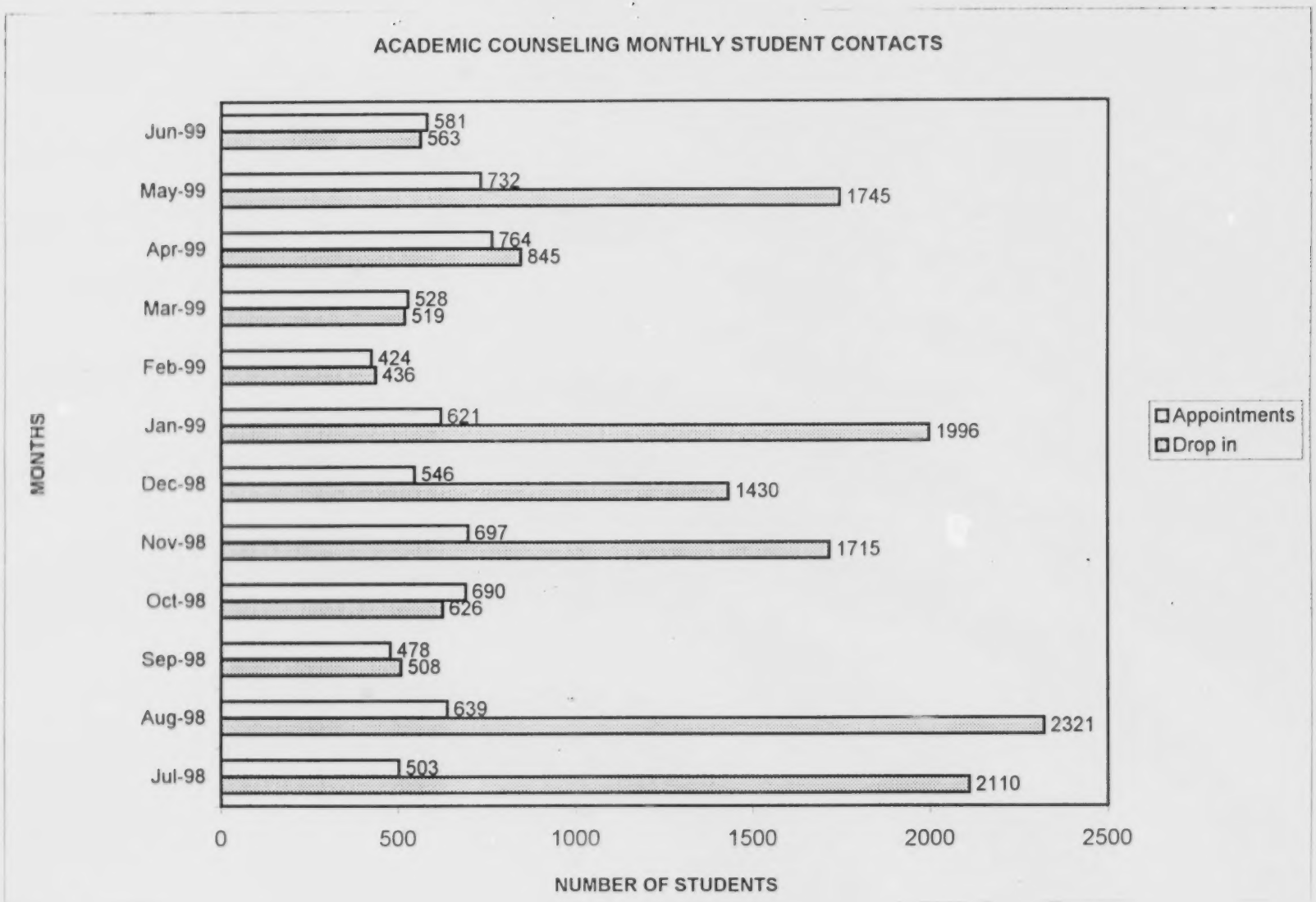
1. Implement use of a new appointment software system for counseling appointments.

2. Implement and train counselors in the use of the new Ed Plan/Degree Audit software system.

3. Increase liaison with instructional divisions.

4. Provide class visits to inform students of services and counseling information.


ACADEMIC COUNSELING YEARLY STUDENT CONTACTS
NUMBER OF STUDENTS
30000
25000
20000
15000
10000
5000
0
23872
6483
19211
7113
14814
7203
96-97
97-98
98-99
YEARS
Drop in
Appointment


ACADEMIC COUNSELING MONTHLY STUDENT CONTACTS
MONTHS
Jun-99
May-99
Apr-99
Mar-99
Feb-99
Jan-99
Dec-98
Nov-98
Oct-98
Sep-98
Aug-98
Jul-98
581
563
732
1745
764
845
528
519
424
436
621
1996
546
1430
697
1715
690
626
478
508
639
2321
503
2110
0
500
1000
1500
2000
2500
NUMBER OF STUDENTS
Appointments
Drop in

ADULT RE-ENTRY CENTER

Accomplishments of Academic Year 1998-1999

- There were two very special events that the Adult Re-Entry Center coordinated in the AY 1998-1999. The first one was the organization and presentation of the 30th Anniversary (1968-1998) of the Adult Re-Entry Center and dedication of this October 29th date in honor and memory of Dr. Pat Lienhard, former Vice President of College Services, who was one of the founding administrators of this program.

- The second major celebration was held on April 19,1999 dedicating the College Services Counseling Center in honor of Dr. Harold Cochrane who was the former Dean of Counseling and honoring his 53 years of continuous service to Glendale Community College. Both of these events received State and Local recognition from the Governor of the State of California as well as other dignitaries. These events generated a tremendous amount of publicity and good will in the community, as well as recognition from many individuals.

- The Mentoring Program of Adult Re-Entry celebrated the 10th Anniversary of matching students with mentors from the AAUW organization, as well as our own faculty and staff.

- Scholarships were given to high achieving Re-Entry students with financial need, the students recognized with a total of $15,000. This was the largest number of monies distributed to Re-Entry students.

- Orientations and workshops at the beginning of the semester were conducted for new and returning students, both during the day and evening hours.

- Student Development 100 & 165 classes were taught by the counseling staff to accommodate working adults, single parents and displaced homemakers.

- Class presentations became essential in encouraging students to develop their SEP's and specialized counseling services were offered. This promoted good will with our instructional staff and faculty members.

- Semi-monthly counseling services continued to be provided to and helped develop a bridge between the YWCA Shelter for Battered Women and promote services that are available to this target population. This activity has proven to be most successful and beneficial.

- Joint workshops were presented with the Career Center, Job Placement, Financial Aid and other campus service departments at the College.

Goals for Academic Year 1999-2000

1. Continue monthly mentoring meetings for new and returning students. This program started in 1989.

2. Continue to counsel working adults and offer additional evening Student Development Courses.

3. A "follow up" letter with a *"welcome to Glendale Community College"* to new students who are presently enrolled and a personal phone call once in class...each semester if possible. This will assist with retention and avoid "drop out."

4. Use marketing skills to locate students who are presently enrolled at Glendale Community College but need to know about our services.

5. Make more class presentations to our Visual and Performing Arts Division.

6. Develop additional scholarships through individuals and organizations.

7. Work closer with ACTC and their population. Encourage their students to enroll in credit classes and work towards an AA, AS and Transfer.

8. Promote more of the Vocational Certificates with workshops and invite business groups to be presenters for those students not wishing to receive their AA, AS or Transfer.

9. Develop a monthly calendar of events and a quarterly newsletter.

10. Develop an advisory committee.

11. Continue to work with Glendale Community College Calworks office.

12. Continue to work with Job Placement and the Career Center. Also with "at risk" students who are undecided majors.

13. Work with the Media Services Department to develop a video of the Re-Entry Center.

CAREER CENTER

OVERVIEW

The Career Center team has completed an academic year with 8,333 student contacts; these numbers underestimate and do not include tours for high school students and expanded services to community members. The past year could be entitled "The Year of Quality and Retention" as the Career staff has focused on reaching out and networking with students in "high risk" categories requiring additional follow up, extended services and appointments or intensive staff involvement.

The Career staff envisioned, planned and implemented a new format of workshops directed toward community recruiting, as well as reaching out to currently enrolled students who are undecided about a choice of college major. Studies have shown that students who have clear academic goals have a greater motivation for staying in school. Specific career classes were successfully continued as part of the FYE Program and have become high-demand classes for the new "Jump Start" program. A variety of special presentations, special events, workshops, new technology and software packages have been added and implemented this past year.

Accomplishments for Academic Year 1998-1999

New Technology, Computer Equipment and Innovative Software: The addition of ten new computers through grants have allowed the Career Center to utilize a networking system with new computer stations.

Counselor Networking and Collaborative Training: Continued to support new staff who seek specialized training and career information. ACTC non-credit staff were welcomed to an orientation, training and an opportunity to gather information about state-of-the arts vocational and career resources. Academic counselors rotated into career training. Specialized mini-conferences and presentations were implemented for staff renewal.

Class Presentations: Many faculty have added Career Center visits, résumé writing workshops, assignments, research and career-related oral or written reports to their class requirements. The center advertised the availability of counseling appointments and other resources to students and community members.

Career Center Tours: The number of high school counselors and teachers who bring students on tours of the Career Center has increased over the years. Special programs, such as the "Freshman Year Experience" grant, has created an additional support to students by referring students to us who need direction and academic focus. The Vocational faculty has worked with career staff to bring their at-risk students to explore our center's resources in helping students make short and long term goals.

Recruitment, Special Events and Professional Presentations: A successful Job Fair at the Glendale Civic Auditorium was added to our events this year. Career Days on campus and participation in high school career fairs have always been popular with high school students and faculty. We continued to sponsor and participate in an annual GCC Career "Mega Day" in conjunction with vocational programs and campus tours.

Service to "At-Risk" Population in Student Development Classes: Student Development 145 gained professional status with a three-unit transfer requirement. Our staff counselors taught sections of SD 145, 125, 126 and 100. Student Development 125 continues to book full classes for both day and evening students. The number of sections have tripled over the last five years and we continue to reach out to special groups in "*Jump Start*" and "*FYE*" programs.

Specialized Matriculation Activities: Workshops have been successfully implemented to serve specific populations. Special presentations for "Undecided Majors" were scheduled for each semester. Résumé and job information seminars were requested by instructional faculty and provided to their students and included LVN/RN graduates, aviation majors, and students completing business classes.

Intern Supervision: We continued to share specialized testing, procedures and training with Masters' level fieldwork students with an average of three to four interns per academic year.

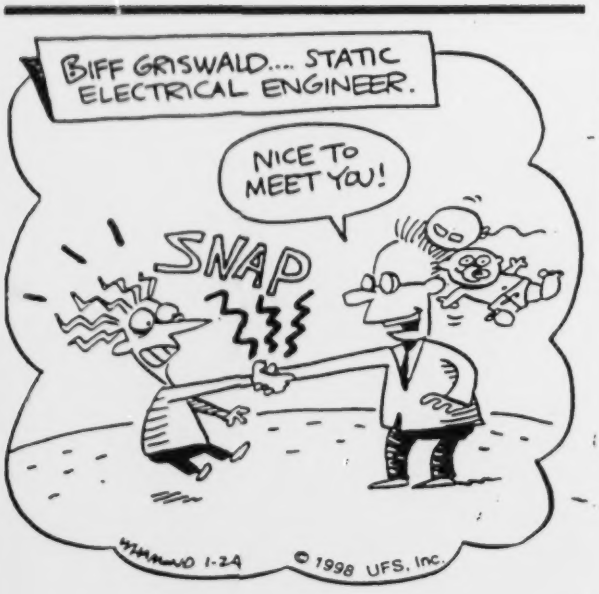
Research, Professional Development and Conferences: Continued use of the Internet, reading professional journals, accessing computerized job information, career research, emerging trends, new academic majors and job summary updates continue to be appreciated by students, faculty and staff. We are also pleased with our Glendale College library on-line services and library staff support.

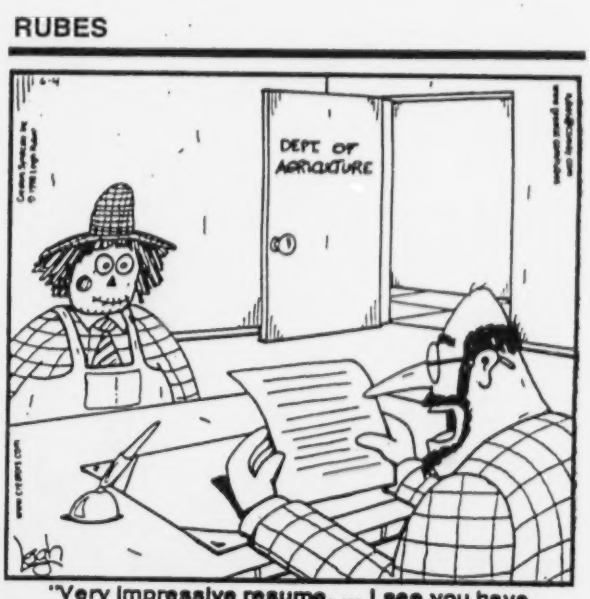
Staffing: Our clerical staff provided evening, as well as day, support to students by assisting with testing requirements and computerized information demonstrations, conducting tours, answering questions, making referrals, and scheduling appointments. The Career Center team has excelled in providing high-tech information with a personal touch.

Goals for Academic Year 1999-2000

1. Combine Basic Skills Class Presentation with Career Center Presentations for the New Year, implementing outreach and retention goals in accordance with Matriculation guidelines.
2. Add new software to a new computer network system, in order to provide current and accurate information to students, faculty and the community.
3. Continue to support *PACE*, *Jump Start*, and *Freshman Year Experience* programs with appointments, the teaching of career classes, providing special presentations or tours in order to provide quality career services specific to these special populations.
4. Train interns, cross-train new counseling staff and other academic counselors in the procedures, use of testing instruments, interactive and computerized information systems and other related materials utilized in the Career Center.
5. Workshops and group presentations will be expanded in order to disseminate career, job search and academic information to a greater number of students with increased counselor efficiency.
6. Provide leadership in implementing "Orientation Multimedia" workshops.

7. Continue to expand opportunities to work with full and part-time faculty, to provide career and job search ideas that encourage students to use the Career Center as a resource for class projects and class assignments.
8. Develop a student questionnaire that will give appropriate feedback to staff about student satisfaction, current services and student suggestions for improvement of services.
9. Continue to provide written "career summaries" or updated career and job trend information, as requested by students, faculty, and community members.





"Very impressive resume. ... I see you have quite a bit of experience in the field."

Norman unwittingly stumbles upon his life's calling

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INTERNATIONAL STUDENTS PROGRAM

OVERVIEW

The International Students Program provides services to over 500 F-1 visa students. 1.5 counselors, an International Student technician, a receptionist, a recruitment consultant and two student workers staff the program. A complete range of services are offered to students including academic, personal and vocational counseling, assistance with immigration issues, some housing assistance, a day-long orientation program at entry, and orientation classes. The International Students Office and International Students Club sponsor a complete range of co-curricular activities. These activities include field trips, welcome receptions, formal dances, a weeklong World Culture week, and observance of United Nations Day. A scholarship program has also been established in recent years.

Objectives Met/Accomplishments for Academic Year 1998-1999

1. The enrollment of F-1 visa students continued to grow. In the Fall, 1998 semester we enrolled 559 students, an increase of 86 students over last fall. These students enrolled in 6,991 units, an increase of 968 units. In the Spring, 1999 semester, a total of 526 students were enrolled, an increase of 21 students over last spring. The students in the Spring, 1999 semester enrolled in 6,763 units – an increase of 312 units. 319 students were enrolled for the Summer, 1999 sessions, which is an increase of 49 students. This represents an enrollment increase of 9% over last year.

2. This program generated an income of over $1,939,000 last year. This figure includes ONLY tuition costs.

3. Recruitment trips were made to Brazil and Sweden to expand the visibility of Glendale Community College and increased the diversity of the international student population. The fairs were organized by SACO and Nexus. These fairs had thousands of prospective students and parents in attendance.

4. Ads and informational pages featuring GCC were placed in the following international publications: Study in the USA, Nexus World of Study, Peterson's Guide, IES, and ELS Language Centers.

5. Six sections of Student Development 103 – Orientation for International Students were offered. These classes serve to provide valuable information to new international students.

6. On October 13 and 14, 1998, 53 students from Fukuoka Communication Arts completed a "Kenshu" experience at Glendale Community College. The students learned about our Sports Training and Disabled Students programs.

7. International Student data folders were created as a first step in assembling a database of information about students in the program.

8. Groups of students from area language schools such as FLS Alhambra, FLS Glendora, OSULA Studio City, Rosemead and American English Academy were hosted for tours of the campus and a luncheon or reception. Over 150 potential students visited the campus this year.

9. Extensive work in building relationships with area language schools was continued this year. Staff made visits to the following schools: ELS-UCRiverside, ELS-Santa Monica, ELS-Language Center Pasadena, and ACLP-Cal State.

10. The "Adopt A New International Student" program continued to grow with an increasing number of new students and mentors participating.

11. International Students who received scholarships, including the Gary Parker Memorial Award, totaled thirteen.

12. Approximately sixty International Students completed their AA/AS degrees or certificates.

13. Social and cultural events included a social hour in the Fall and Spring, United Nations Observance Day held in October, a Thanksgiving Dinner Dance in November, a Spring Formal Dinner Dance, a trip to San Diego and an International Week of events.

14. The International Student office mailed 2,500 applications to respond to written requests and gave 1,250 to visitors to the office. Over 360 applications for admission were processed.

15. A newsletter was created and distributed to the campus community.

16. For the first time, the students of the ASGCC elected members of the International Student Club as president and officers of ASGCC.

17. An International Student Transfer Day was held with university representatives from local area universities.

Goals for Academic Year 1999-2000

1. To strengthen recruitment to include local area high schools and community groups.
2. To continue the development of a housing assistance program, including an agreement with an additional homestay agency.
3. To expand recruitment efforts.
4. To continue to expand the social dimensions of the International Students Program and increase involvement by students in the International Students Club.
5. To continue active retention of currently enrolled students.
6. To develop a program of services for F-1 visa students on academic/progress probation.

STUDENT EMPLOYMENT SERVICES
JOB PLACEMENT CENTER

Overview

The purpose of Student Employment Services is to provide ongoing assistance to all GCC students and graduates in their search for on- and off-campus employment. Student Employment is located in the Job Placement Center; it provides part-time on-campus positions to currently enrolled students and also assistance to students and alumni in finding off-campus employment. In addition to referring students to on- and off-campus employers, the staff provides assistance with resume preparation, interviewing skills, and general job search techniques.

The Student Employment Services web page <www.glendale.cc.ca.us/jobplace> contains general information about our program and valuable suggestions to assist the students in their job search and a link to the College job listing database.

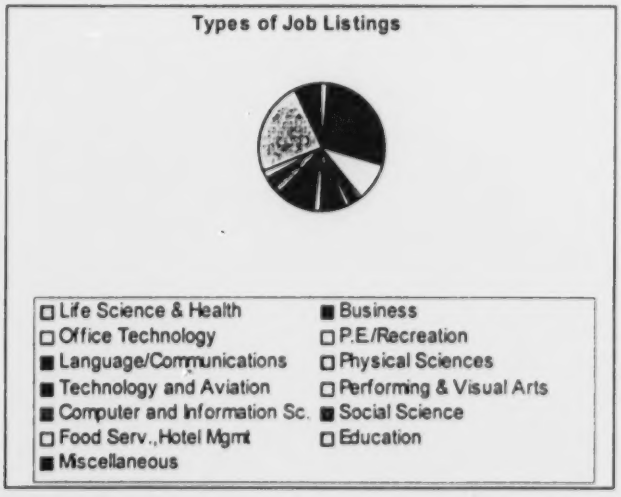
Off-Campus Employment Services

We received 17,525 job opportunities through our association with JOBTRAK. These jobs range from part-time entry-level positions to full-time positions. We received many full-time career positions and our alumni continue making use of our services. The Center maintains files of current federal, state, and local governments, school districts, private industry, as well as non-profit organizations job opportunities that we receive through the mail. These files are available to the students upon request. This year we arranged for 18 on-campus-recruiting sessions,provided the students with almost 30,000 referrals, and faxed 1702 resumes on behalf of our students.

We provided the students one-on-one assistance with interviews, resumes, cover letters, and any other job search needs they had. We also instructed students in the use of the Internet as a job search tool, including our web site.

Types of Job Opportunities Listed in Job Placement

Life Science and Health	336	Performing and Visual Arts	249
Business	4885	Computer Science and Information Tech.	1775
Office Technology	1580	Social Science	855
P.E./Recreation	210	Food Service/Hotel Management	308
Language communication	449	Education1	4343
Technology and Aviation2	1155	Miscellaneous	1219
Physical Scene	161		



1 Child Development Teaching and T.A. positions and professional teaching and counseling positions

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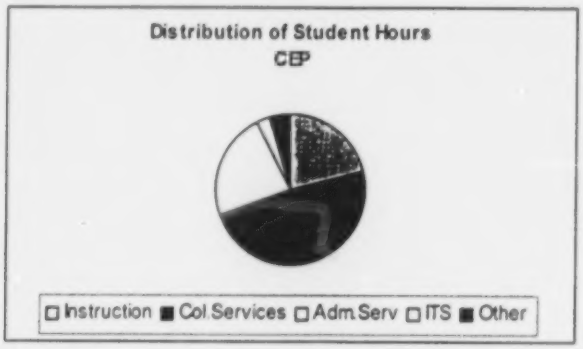
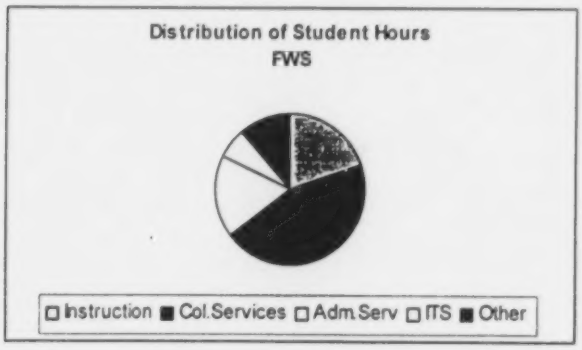
On-Campus Employment

Students provided 204,273 hours during 1998-99 an increase of 29,957 hours (17%) over the prior year, and earned a total of $1,141,570. The College employed 806 students as tutors, support for staff and faculty, service providers to other students, campus police and cafeteria workers. Many students worked in the America Reads program as tutors for children and families and in the Tell Me a Story program.

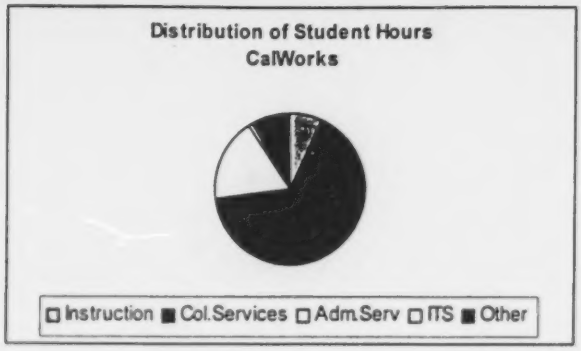
Distribution of Student Hours by College Areas and Funding Sources

	CEP		FWS		CalWorks	
	Dollars	Hours	Dollars	Hours	Dollars	Hours
Instruction	89,289	16,804	71,639	13,934	8,821	1,713
College Services3	150,796	38,204	159,474	30,554	82,475	15,931
Admin. Services	152,500	18,532	66,787	12,385	22,770	4,326
ITS	11,727	2,221	24,152	4,653	997	193
Other	19,264	3,708	40,636	7,802	10,514	2,042
Totals	423,576	79,469	362,688	69,328	125,577	24,205



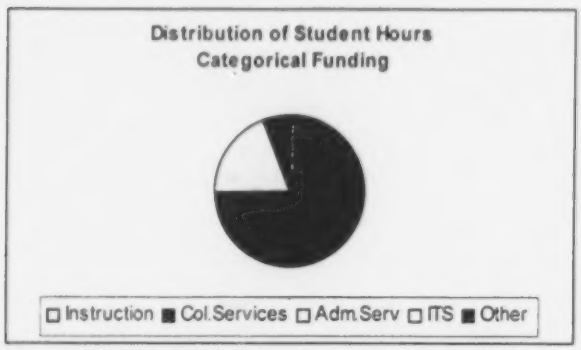


2 Mostly professional engineering positions
3 Includes $63,589 paid to international students who worked throughout all areas of the College



Categorical Funding

	Dollars	Hours
Instruction	$811.35	138
College Services4	$122,465	22985
Administrative Services	$45,959	6,103
ITS	$884	152
Other	$9,031	1,658
Totals	$198,097.35	34,503



Again this year, EOPS provided work-study funds for its students, which allowed them to work in all areas of the campus.

We continued to process an excess of 500 time sheets. Student earnings and hours worked per week were monitored for compliance with Federal and College regulations. Departmental expenditures for students assistants were monitored and the Student Employment Program ended the year within budget constraints.

Students were referred to faculty and staff throughout the college. Students hired to work on campus had the opportunity to gain valuable hands-on experience. Several new sites have been approved for student workers: We continued working with the College CALWORKS office and employed 86 students on campus under that program. The students worked in the Fitness Center, Citizenship Center, ESL division, Supplemental Instruction, Tutorial and Assessment centers, Library, Admissions and Records, Facilities, Research and Planning, Duplicating, Cafeteria, Fine Arts, Student Employment Services, and the Ready to Read program.

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4 Includes $34,204 paid by EOPS to students who worked throughout all areas of the College

Summary of Accomplishment for AY 1998-1999

1. Continued working with the business community and with JOBTRAK to provide job opportunities for GCC students and graduates In addition to the job announcements received through JOBTRAK, we also provided the students with hundreds of announcements from government entities and non-profit organizations
2. Provided close to 30,000 job referrals to students and advised them on how to conduct their job search.
3. Attended Vocational Advisory Committees
5. Faxed 1,207 resumes with cover letters on behalf of our students and alumni.
6. Total student contacts (off-campus referrals and on-campus hiring) was 11,730.
7. Processed payment to Student Assistants who earned $1,141,570 and contributed 204,273 work hours to the College through a combination of Federal, District, EOPS, and CalWorks work-study programs.

Goals for AY 1999-2000:

1. To assist students and alumni in their job search. To work with Career Center staff and counselors to provide job search tools to students.
2. To continue working with the business community to provide GCC students and graduates access to job opportunities and to facilitate on-campus recruitment.
3. Provide students with access to oc-campus employment to help them stay in school and obtain hands-on experience.
4. To work with Administrators, Division Chairs, and Department Managers to attain the most effective use of student assistants within budget constraints and to assist them in the hiring and supervision of student assistants.
5. To work with JOBTRAK to provide easier access to job listing information on the Internet.
6. To continue working with the College CALWORKS office to employ our students in the Welfare-to-Work
7. Transition

MATRICULATION

OVERVIEW

Matriculation is a process that is comprised of eight components. The components include admissions, assessment, orientation, counseling, follow-up, coordination and training, research and evaluation and prerequisites.

OBJECTIVES MET/ACCOMPLISHMENTS FOR ACADEMIC YEAR 1998-1999

1. Phase II functions were added to the Kiosk Student Information system. Students can now access faculty office hours, assessment information and placement, and college majors and certificates. A kiosk was installed at the Verdugo Jobs Center located on Central Avenue in Glendale.

2. A new self-paced orientation software program was developed by Jolie Morris and Jason Dorff. This software system will be installed in the Assessment Center.

3. Counselors gave one-hour orientation workshops in the Fall and Spring semesters. A postcard mailing was sent to all new students who missed orientation prior to enrolling and workshops were provided for these students.

4. The Matriculation Advising Committee met on a monthly basis. Agenda items included assessment, retention, orientation, early alert and follow-up issues.

5. 5,475 Student Education Plans (SEP) were prepared for students by counselors in Academic Counseling.

6. A request was prepared for unused Matriculation funds to the Chancellor's Office. The request was for projection equipment for use in Student Development classes. The college received an additional $5,000 for Matriculation from this request.

7. A second year plan was written for the Non-Credit Matriculation process and significant progress was made in developing a Career Center.

8. The matriculation coordinator chaired Region 7 matriculation meetings and represented Region 7 at the Matriculation Advisory Committee meeting held at the State Chancellor's Office.

9. Numerous workshops were offered to students who listed "undecided" as their major. Undecided students were also contacted by letter and invited to participate in a range of career services. Academic Success Workshops were offered to students on academic progress probation. College research has shown these sessions to be significant to improving student performance.

10. Degree audit (graduation check) and Student Education Plan software was researched, demonstrated and purchased. This new software system will support Partnership for Excellence and Matriculation goals. Installation is scheduled for the Fall, 1999 semester. Additionally, a new counseling appointment system was purchased and will be installed in the Fall.

GOALS FOR ACADEMIC YEAR 1999-2000

1. Implement the plan to streamline matriculation services for students.
2. Install outdoor kiosks at off-campus locations.
3. Continue to expand Non-Credit Matriculation services.
4. Install and implement the new orientation software.
5. Develop a plan to implement mandated Matriculation services.

TRANSFER CENTER

Accomplishments for Academic Year 1998-1999

1) The Transfer Center was very successful in several areas during the 1998-99 school year. One of its most notable accomplishments was coordinating with seven other community colleges within Region 7 (LARIAB) which included Compton, LATrade Tech, LA Community College, Pasadena, Santa Monica, El Camino & Marymount College, in implementing a grant given by the Chancellor's Office, to transport approximately 40 students from Glendale Community College, as well as the other community colleges, to tour four Northern Universities. The campuses included **UC Berkeley, UC Davis, San Francisco State University and the University of San Francisco**. The students were transported by airplane along with other community college students.

2) The Transfer Center continued to offer, through the funding of the LINKS grant, tours of Southern California universities at no cost to the students. The universities toured for the Fall and Spring semesters included **UC Los Angeles, UC Irvine, UC San Diego, UC Santa Barbara, CSU Northridge, CSU Dominguez Hills, CSU Los Angeles, Occidental College and the University of Southern California.**

3) A program offered by the AICCU or the independent colleges called TOP (**Transfer Opportunity Program**). This program provided several Glendale Community College students the opportunity to not only receive a mentor/tutor from the independent university of their choice but also offered a campus tour, a chance to sit in on classes, overnight and weekend stays, and finally a summer academy. Also workshops were held to help students with tips for applying, financial aid and other relevant information. Participating universities included USC, Stanford, Cal Tech and Occidental.

4) A grant through the Chancellor's Office was written to target first-time freshman students to take Math assessment and Math courses as early in their academic careers as possible. The grant received an approval pending funding status.

5) The Transfer Center also expanded its location this year and now can accommodate additional workstations for students and a worktable that would allow students the ability to do their transfer research, as well as allowing the counselor to hold mini-workshops.

6) The Transfer Center continued to strengthen its ties to our transfer universities through several joint projects. In conjunction with UCLA, we were able to offer a Transfer Program specifically for first year students from under-represented groups, interested in transferring to that university. This program included tours, department presentations and student panels.

7) The Transfer Center hosted a reception for those students who were accepted to UCLA from Glendale Community College for Fall, 1999. This reception included not only refreshments and a cake but also had guest speakers from UCLA's Undergraduate Admissions, Financial Aid, Housing and Parking offices.

8) With California State University Los Angeles, the Articulation Officer and Transfer Center Coordinator, along with the Office of Outreach and Admissions, put together a program for Glendale College Counselor Day that included pertinent information on the universities admissions process, specific majors and a tour of the campus. There were also department presentations including Child Development, Animation and Education. As a result of this, we were able to establish a new relationship with the Charter School of Education at CSULA, and now they set up appointments with our students monthly.

9) The Transfer Center was able to establish a new Transfer Agreement with UC Irvine.

Goals for Academic Year 1999-2000

1) Continue our commitment to visiting classrooms to give information about the Transfer Center.

2) Look for an alternate source of funding to continue offering tours of university campuses.

3) Establish a new liaison with UC San Diego, which includes regular visits with Glendale College students, workshops and classroom visits.

4) Work with the Biology Department to offer pre-med workshops for transfer students interested in transferring and ultimately applying for medical schools. These will include representatives from the medical schools.

5) Offer workshops and lectures in conjunction with Cal State University Los Angeles Charter School of Education on how a student can prepare for the multiple subject or single subject credentials.

6) Continue to work on the Web site for the Transfer Center.

7) Renew the Chancellor's Office grant, along with the other eight community colleges within Region 7, to once again tour the Northern California universities.

8) Increase our publicity through additional mailings, e-mails, flyers and the college newspaper. The goal being to bring more students into the Transfer Center in order to give them the most current and accurate information on transfer. This will promote a seamless transfer and increase our numbers to the UC's and CSU's.

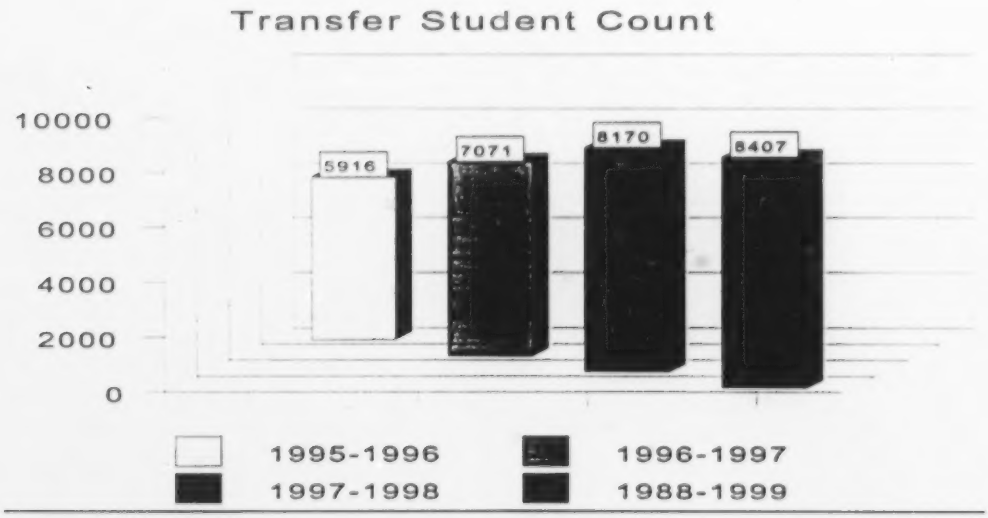
This is in line with the goals of the Partnership for Excellence monies which are meant to increase the number of students transferring to these university systems.

9) Continue to establish good work relations with our feeder universities as well as promote having new outreach university staff visit our campus.

10) Continue our participation on campus and off campus committees.

11) Continue to maintain current information on transfer by attending the conferences pertinent to transfer such as the CSU, UC, Mega Conference and the Ensuring Transfer Success Conferences as well as the monthly meetings held by the L.A. Regional Intersegmental Advisory Board.

As a result of our much improved publicity and outreach efforts, the number of students using the Transfer Center has increased in the past academic year(s). The increase is noted by comparing four consecutive years between 1995-1996 through 1998-1999.



When comparing the ethnicity makeup of the transfer center student population for the past four years, we observed a relevant increase in the number of under-represented students that we were able to encourage to participate in our programs and ultimately to transfer. Our records show that the Transfer Center has met the goals set by the state in "Minimum Program Standards for Transfer Centers: which is to place emphasis on the preparation and transfer of under-represented students."

Ethnicity	1995-1996	1996-1997	1997-1998	1998-1999
AFRICAN-AMERICAN/BLACK	14	25	15	21
AMERICAN-INDIAN	5	2	6	2
ARMENIAN/MIDDLE EASTERN	241	271	240	252
ASIAN/PACIFIC ISLANDER	164	226	189	270
CAUCASIAN	163	212	213	270
CHICANO/MEXICAN	**65**	**87**	**84**	**118**
FILIPINO	60	62	45	107
LATINO	**108**	**161**	**117**	**207**
OTHER	0	11	4	3
TOTAL	820	1057	913	1250

Figure 1. Student Ethnicity Comparison for 1995-1996 through 1998-1999

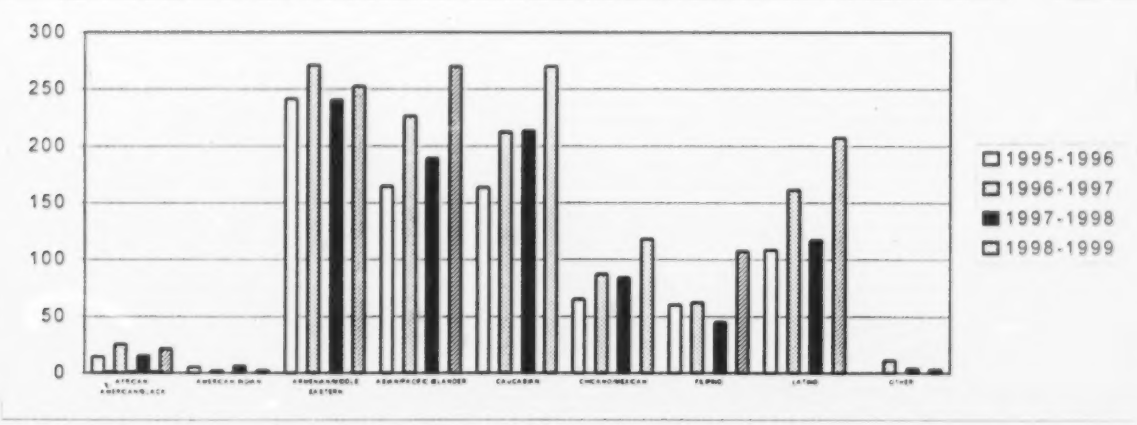


Figure 2. Transfer Center Student Ethnicity Comparison for 1995-1996 through 1998-1999